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ABSTRACT

This paper describes the Mutual Involvement Review Activity (MIRA) procedure for helping teacher education institutions to restructure their programs in the competency mode. This procedure is a device for organizing the use of a consultant team to cover all areas involved in the introduction, development, and operation of a new mode of teacher training. Designed to reflect a competency-based teacher education (CBTE) project as seen by others experienced in the field, the format consists of questions on the following topics: a) structure for CBTE, b) project governance, c) financial resources, d) program development, and e) management plan. The questions are used as a guide for discussion with people from various role groups, such as college administrators, college professors of education, school district administrators, and teacher representatives. Within three weeks following the discussions, the MIRA consulting team will write a report for the professional use of MIRA and project members. (PD)

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Mutual Involvement Review Activity for CBTE

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MIRA for CBTE

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INTRODUCTION

Competence-based teacher education is a rapidly maturing concept. Institutions seeking to train teachers in New York State have been directed to transform their programs into this new mode. The teacher training institutions, the teacher employing institutions, the teachers representatives, the state education department and those who do research in teacher education are all ill-equipped to make the conversion in a deductive fashion. There is a mass of information and experience, from trial projects, Teacher Corps Programs, traditional programs, field experience and other sources but it has not been integrated into an agreed upon framework. Rather than approach the problem of the change in mode of teacher education deductively it may be appropriate to approach it inductively. The TEACHER EDUCATION DEVELOPMENTAL SERVICE had considered a number of alternate ways to try to help teacher education institutions to restructure their programs in the Competence-Based mode. One alternative, outlined below, embodies such an inductive approach.

The MIRA procedure and document was originally drafted and reviewed by personnel of the Teacher Education Developmental Service at the State University of New York at Albany, in October of 1973. Those originally involved were C. Michael Darcy, John A. Ether, Dan Ganeles and Judith Adrezin. In January of 1974 Robert Arends of the State University College at Buffalo, Mary Mann of the Southern Tier Trial Project and Samuel Yarger of Syracuse worked through the document and

helped in its revision. During March of 1974 the document and procedure will be field tested at the CITE trial project.

The MIRA document and procedure is designed to give a CBTE project a reflection of itself as it is seen by others experienced in the field. An attempt is made in the document to cover all areas involved in the introduction, development and operation of a new mode of teacher training. It was designed in the context of experience with teacher education in New York State, the mandate of the Regents of New York State regarding Competence-Based Teacher Education, experience with Teacher Corps, and experience with the New York State Trial Projects. The MIRA document and procedure is not an external evaluation!

While the MIRA document and procedure attempts to be comprehensive within this context, its application to a given CBTE effort will require extensive editing and modification. Items or sections may be added, changed or deleted to meet the program design of a particular institution. Portions should be altered if: the issues they raise have been resolved, or if the issues are irrelevant, or if the situation in a project is such that it would not be helpful to examine these areas, or if certain areas are inapplicable, or for other reasons.

As a whole, the document should be considered as a device for organizing the use of a team of consultants and not as a questionnaire requiring definitive answers. Its usefulness

lies in reflecting a project to help those involved. Specific agreements will be made about the dissemination of any reports arising from the effort.

ADVANCE ORGANIZER

The document is organized into the areas listed below. The MIRA team will meet over a two or three day time span with people from all of the role groups involved, using the document as a guide for the discussions. Some of the role groups which may be interviewed as seems appropriate are: college administration, college professors of education, college professors in the liberal arts, school district central administration, school district building administration, teacher union representatives, teacher representatives from particular areas, community people, students of education, or others who may be identified as being involved in the CBTE effort.

Within three weeks following these discussions, the MIRA team will write a report and transmit copies to the project. Members of the MIRA team will also retain copies for their own professional use but will not make public the MIRA report nor submit it to any other agency.

TOPIC	COLOR CODE
1. Structure for CBTE	pink
2. Project Governance	blue
3. Financial Resources	white
4. Program Development	green
5. Management Plan	yellow

STRUCTURE FOR CBTE

A. Does your CBTE effort have a name? A particular identification?

B. What institutions are participating?

INSTITUTION OF HIGHER EDUCATION

A. What college(s) or university(s) are involved?

B. What is the total size of each?

C. What is the size of the school or department of education?

D. What are the existent structures within the institution(s) of higher education; School(s), Department(s), Division(s), Committee(s), etc. which bear on teacher certification?

E. How many faculty positions are involved? How are they distributed in terms of full time, part time, joint appointed, lecturer, graduate assistant, assistant professor, associate professor, full professor positions?

F. How many education students are there? How are they distributed in terms of full time, part time, graduate, undergraduate, content area, certification area, provisional or permanent certification, transfer students from 2 year colleges, or other characteristics?

G. What relationship exists with other colleges? SUNY? Higher Education consortia? Affiliations?

H. How does the college(s) or university(s) view their main mission? Liberal arts, teacher college, university?

I. Within your CBTE effort, what person(s) or group(s) have overall responsibility? Please identify them by name and role within the CBTE effort.

J. If more than one person is involved, do they form a committee with joint responsibility or are they assigned the several aspects of the tasks? Please specify the relationships.

K. What role does each person have in their parent institution? What responsibilities do they carry outside the CBTE effort? What committees or other projects do they serve on?

L. What involvement do people from arts and sciences or other units in the institution(s) of higher education have?

STRUCTURE FOR CBTE

A. Who represents what school district(s) in the CBTE effort?

NAMES	DISTRICT ROLE	DISTRICT

B. Size of districts - pupils, faculty, etc.

C. How did the district(s) become involved?

D. How were the individuals representing the district(s) chosen?

E. What background do those representing the district(s) have in teacher education?

F. What background do they have in CBTE?

G. What rules, contract provisions or administrative organizational devices exist in relation to preservice Teacher Education (Student Teaching)?

H. What rules, contract provisions or administrative devices exist in relation to inservice education?

STRUCTURE FOR CBTE

A. Who represents the teachers on your CBTE effort?

	NAME	ORGANIZATION	ORGANIZATIONAL ROLE	TEACHING ROLE
Bargaining Agents				
Teaching Areas				

B. How did they become involved?

C. What background do they have in teacher education?

D. What background do they have in CBTE?

E. What provisions have the organizations made with regard to pre- or in-service teacher education?

A. What other constituencies are represented? Parents? Education students? Elementary or secondary pupils? Community people? Others?

NAMES	ORGANIZATION	ORGANIZATIONAL ROLE	JOB ROLE

B. What background do they have in teacher education?

C. Other pertinent background?

STRUCTURE FOR CBTE

Does this MIRA relate to preparation for a single area of certification or several areas? In terms of this MIRA:

A. Have you established or have you given consideration to establishing a total organization relating the various elements of your CBTE program? If so, what has been decided upon?

B. Which portions of the total teacher training program are the concerns of this MIRA?

C. How has the CBTE program with which this MIRA is concerned been structured? As one total program? With a common core and variations? As several separate discrete programs?

GOVERNANCE

What governance structure have you established or considered for the CBTE effort?

A. Is there one overall structure covering all areas of CBTE for certification and/or are there separate efforts in different areas? Please specify.

B. Is there a structure covering a common core with variations for various areas of certification?

C. If there are several structures, how are they related?

D. What is the relationship of the CBTE structure(s) to the preexisting structures for teacher preparation? University committees, departments, etc.? District committees, coordinators, etc.? Teacher organization committees, projects, etc.?

E. Has a formal structure been considered or established? Does it have bylaws, letters of agreement, contracts or other documents? If so, please attach.

F. What formal or informal agreements exist with regard to parity in decision making? Is voting weighed? Do vetoes exist? Are different types of issues handled differently?

FINANCIAL

A. How does the institution(s) of higher education budget for teacher education?

B. Have any resources been allocated by the institution(s) of higher education to the development of CBTE? Money? Faculty time? Additional personnel? Expense money?

C. Have any resources been allocated by the school districts? Money? Released time? Inservice credits?

D. Have any resources been allocated by the teachers' organizations? If so, how much and of what type?

E. Have the contract negotiations between the teachers' bargaining agent(s) and the school(s) had any bearing on the CBTE effort?

PROGRAM DEVELOPMENT

A. Has a rationale been developed for your CBTE effort? A definition of the "Good Teacher"? If so, please attach.

B. Have you or have you considered whether or not to develop your program deductively from a statement of values, what the Regents mandate refers to as the definition of the "good teacher"? Alternatively, has your program inductively developed a statement of values, your definition of the "good teacher" from the lists of competences contributed from various sources?

C. Is your program developing by modification of existing courses (the conservational approach) or is your program developing from a total reorganization of the objectives of the various constituencies (the transformational approach)?

D. Has there been input from the personnel of the institution of higher education? If so, by what process?

E. Has there been input form personnel representing the administration of the school district(s)? If so, by what process?

F. Has there been input from the teachers? If so, by what process?

PROGRAM DEVELOPMENT

Have you given consideration to the relationship between the concept of "good teacher", the programs goals, and the subgoals of the various divisions or elements in your program? If so, what consideration has been given?

A. Have you identified the broad subdivisions of your program? Does each have a rationale?

B. How do broad subdivisions of your program relate to the development of specific competences?

C. What criteria have been considered for the evaluation of the programs success in meeting programatic, as opposed to student goals and objectives?

PROGRAM DEVELOPMENT

Has thought been given to how the curriculum will be structured?

A. Under what categories have or will competencies be grouped?

1. Conceptually?

2. By the locus of activity, in school, at the college, in labs?

3. According to who has responsibility for instruction?

4. By level of assessment; paper and pencil test, micro teach, simulation, classroom observation, observation over time in schools?

5. Some other basis?

B. Which competences or categories of competences will you require but not provide instruction for? That is, what prerequisites are you going to have or have you considered?

C. What consideration has been given to the overall scheme for flow or sequence or relationships of programatic subdivisions?

D. What other important features of teacher preparation have been considered which do not, as your group sees it, lend themselves to CBTE?

Has thought been given to the process which will be used to evaluate the education students?

A. Tests and check lists

1. Paper and pencil test of cognition

2. Paper and pencil tests of attitudes

3. Check lists of experiences

4. Observational instruments

B. Criteria

1. Will a normative reference system be used-absolute standards?

2. Will a data base be established with reference to the performance of other education students?

C. What consideration has been given to the appropriate form of assessment for particular competences?

D. For each competence has consideration been given as to whether post-assessment at one point in time is sufficient or will competence have to be demonstrated over time?

E. Has consideration been given to whether successful post-assessment on the separate competences is sufficient or will there be an "orchestrated" assessment covering related discrete items?

F. Has consideration been given to a form of assessment aimed at the justification of practice through knowledge or theory? That is, will performance competence(s) be related to cognitive competence(s)?

PROGRAM DEVELOPMENT

What plans have been made for the delivery of on-site instruction and condidate assessment?

A. Arrangements for on-site activity?

B. Retraining of involved personnel from the schools and the institution of higher education for CBTE?

C. What role definitions have been made to meet the need for continuous curriculum development, delivery of modularized instruction, on-site instruction and evaluation?

WHAT STRUCTURE AND PROCESS will be used for program evaluation, revision and renewal? How much flexibility is built into the program? What can be altered on each level of organization? What process will be used to capture the changes made in order to make them available to others and incorporate them into the total program?

A. How much of the program will be subject to revision through a process of negotiation between the instructor and a learner?

   1. Competences

   2. Learning activities

   3. Evaluation

B. What group or individual will have responsibility and authority to revise larger subdivisions of the program?

C. What group or person would be able to change the direction for the whole program?

D. Will the program be kept constant for an individual student, revisions being applicable only to new students or can the program be changed for students presently involved? Would such change require student approval?

E. Whatever changes are made, however they are made, where and how will changes be recorded?

   1. Changes made by the individual instructor and student?

   2. Changes made by the governance structure?

F. Has thought been given to tthe ownership of materials?

   1. Who can change them?

   2. Copywrite problems?

   3. Authorship problems of your own materials?

   4. Use and reproduction of materials prepared by others - commercial, noncommercial?

MANAGEMENT PLAN

Has an inventory of resources available and needs been carried out as they relate to overall goals, larger subdivisions of the program discrete segments?

Needs Areas	Possible Resources
A. Time	
B. Materials	
C. Space	
D. Manpower, Skilled	
E. Manpower to be trained	
F. Technology or needed knowledge	
G. Money	

MANAGEMENT PLAN

A. Has an action sequence, a calendar of target dates for the meeting of goals, overall, by subdivision and specific been established? Please specify.

B. Have individuals been identified as responsible for and given the authority to carry out portions of the plan? Has a responsibility chart been developed? Has an organizational chart been developed?

C. Has consideration been given to the use of the following devices for the statement of management plans?

PERT

Gant Charts

Time Lines

PPBS

Responsibilities Charts

Organizational Charts

Flow Charts

Budget Formats

D. Has consideration been given to management areas of the program such as:

Program Development Costs

Staff Training

Communications with the Wider Constituencies

Instructional Delivery

On-Site Operation

Instructional Resource Center

Management Costs

MANAGEMENT PLAN

Has consideration been given to a means of gathering data from the program in relation to programmatic goals and evaluation? Data which would fit a cost benefit activity? Dollars spent and recorded in such a way that specific outcomes, materials preparation, persons trained, certificated teachers, courses offered, etc. can be assigned a cost factor? If so, please specify.

What consideration has been given to modification of university administrative procedures in light of CBTE?

A. How will FTE (full time equivalents) be computed for professors working in CBTE on curriculum development or on-site instruction without the framework of course hours?

B. What form will record keeping take in the registrar's office?

C. How will credit earned in the CBTE program be translated to credit hours and grades earned in the continuing traditional program for the purposes of transfer credit or credit toward degree or other purposes?

D. Reward systems for college personnel and people in field.

E. Bursar - paying of fees.

F. Allocation of resources to the program; e.g. clerical, graphic (A.V.), councellor.

G. Support for faculty development.

MANAGEMENT PLAN

What consideration has been given to school district administrative patterns in light of CBTE?

A. Addition of responsibilities to job description?

B. Alteration of job descriptions to fit new activities?

C. Compensation for additional tasks?

D. Use of non-certified personnel?

E. Development of inservice activities?

F. Organization of school day?

G. School personnel, administrative reorganization?

H. Instructional program?

I. Curricula?

J. Role of schools as teachers of teachers as well as teachers of kids?

Have the forces, attitudes, resources, personnel, institutional relationships, need, etc., which encourage or retard your program been tested and examined with the intent of determining where to place effort to greatest effect?

What goals have been set or plans made to educate those not directly involved in the planning and other work to date so that they will be ready to work with the program when it is made operational?

A. What efforts are contemplated with other professors from the education faculty?

B. What efforts are contemplated with professors from arts and sciences?

C. What efforts are planned for college administrative personnel?

D. What efforts are planned for students who will be in the program?

E. What efforts are planned for school district administrators?

F. What efforts are planned for teachers in the school districts?

G. What efforts are planned for alumni or for the other educational professionals in the area, for parents of college students, for parents of students in the school districts or for the general public?